DOCUMENT RESUME

ED 303 231 JC 890 090

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TITLE F. Y. I. Institutional Research Reports Numbers 1-6.
INSTITUTION Jefferson Community Coll., Watertown, N.Y.
PUB DATE 89
NOTE 41p.; Printed on colored paper.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Ancillary School Services; Class Size; Community Colleges; Day Care Centers; *Participant Satisfaction; School Surveys; State Surveys; *Student Attitudes; Student Educational Objectives; *Student Needs; Study Habits; Two Year Colleges; *Two Year College Students

ABSTRACT

In 1988, Jefferson Community College (JCC) initiated this series of brief institutional research reports to alert the campus community regarding information about itself. The first six issues present selected findings from JCC students' responses to a statewide student opinion survey. The survey, which included both standardized and JCC-specific questions, was responded to by 465 of JCC's 1,800 students. The research briefs focus on student responses regarding: (1) JCC's smoking policy and the school's affiliation with Fort Drum; (2) JCC's system for alerting students to their mid-term academic deficiencies; (3) the creation of a child care facility for the JCC community; (4) their use of the library, hours per week they spent studying, and their educational and career goals; (5) their voter registration status, drinking habits, extracurricular interests, opinions regarding the funding of intercollegiate athletics, satisfaction with JCC's transfer services, interest in on-campus housing, sources of financial support, and opinions regarding the need for particular community services; and (6) their satisfaction with instruction, the sizes of their classes, educational needs, the usefulness of student support services, experiences transferring into JCC, interactions with instructors, health insurance, and campus safety. (AAC)

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INSTITUTIONAL RESEARCH REPORTS NUMBERS 1-6

Frederick J. McCarthy
Jefferson Community College
Watertown, NY

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F. Y. I.

Jefferson Community College
Office of Institutional Research

Report #1
September 29, 1988

This is the first of a proposed series of Institutional Research Reports. In these documents, I plan to alert the campus community regarding information about ourselves. My data will be garnered/extrapolated from many sources; i.e., registration and graduation statistics; the several student and/or faculty survey instruments we administer from time to time; SUNY reports; local student data files, and the like.

An effort will be made to keep each of these reports relatively short and directed towards a limited number of issues. Procedurally, I plan to cite a background question or issue, present numerical and percentage data, display an appropriate graph, and finally, offer a very brief discussion.

In addition to being generally helpful in the institutional planning process, it is my hope that the information in this series will stimulate collegial discussion, action and growth for the entire college community. As always, your comments, suggestions and critiques are invited.

Frederick J. McCarthy, Ed.D.
Director & Dean for Educational Services

THE SPRING 1988 STUDENT OPINION SURVEY

A Cooperative JCC/SUNY/ACT Research Project

A Report of Findings

by

Frederick J. McCarthy, Ed.D.

Dean for Educational Services &

Director of Institutional Research

BACKGROUND:

In April 1988 JCC participated in a statewide SUNY Student Opinion Survey (SOS/ACT). This is a nationally published, 96-item survey that was expanded to include 10 SUNY-developed and 20 local interest items.

While statewide norms are yet to be compiled, JCC results have been tabulated and are contained in a 147 page report recently received from ACT in Iowa City. Over the next several months, I plan to report on JCC findings from this report and will later incorporate SUNY data as it becomes available.

The JCC administration of the SOS/ACT instrument resulted in 465 usable forms being completed. Every student enrolled on campus in a Thursday 11:00 am or 6:10 pm class was asked to participate in this project. It is felt that this sampling technique and large ratio of participating to enrolled students (25%) produced a valid random sample of all enrolled students and that the findings will allow us to make observations about JCC student opinions. Based on known demographics of the College, the data within our institutional report suggests that we have a valid sample on which to make campus generalizations.

These first several reports will concentrate on questions of immediate local concern.

SMOKING POLICY

When asked, "Would you agree with a ban on smoking at JCC?," a clear majority of the survey group responded, "Yes," (52%) while 32% said, "No," and 14% were undecided. Looking only at the "yes/no" respondents, 61.5% (240) were in agreement with a ban on smoking with 38.5% (150) opposed.

DISCUSSION:

A clear majority of JCC students would favor a campus ban on smoking were one to be put into effect. At the same time, it is clear that a significant minority would be opposed to or inconvenienced by a campus smoking ban.

Recognizing that this is an issue of genuine campus concern, it is suggested that the development of a campus informational program to include a viable set of options will be necessary to accommodate the needs and perceptions of the smoking minority as well as those of the majority.

TABLE 1

BAN SMOKING RESPONSES	NUMBER RESPONDING	Percent of ALL	NUMBER Y/N Answers	% YES/NO Answers
Yes	240	51.6%	240	61.5%
No	150	32.3%	150	38.5%
Undecided	63	13.5%	-	-
Blank	12	2.6%	-	-
Total	465	100.0%	390	100.0%

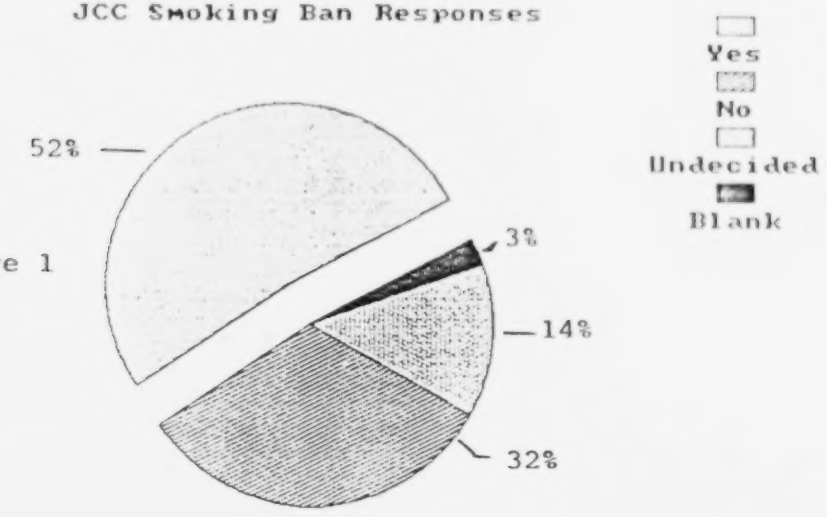


Figure 1

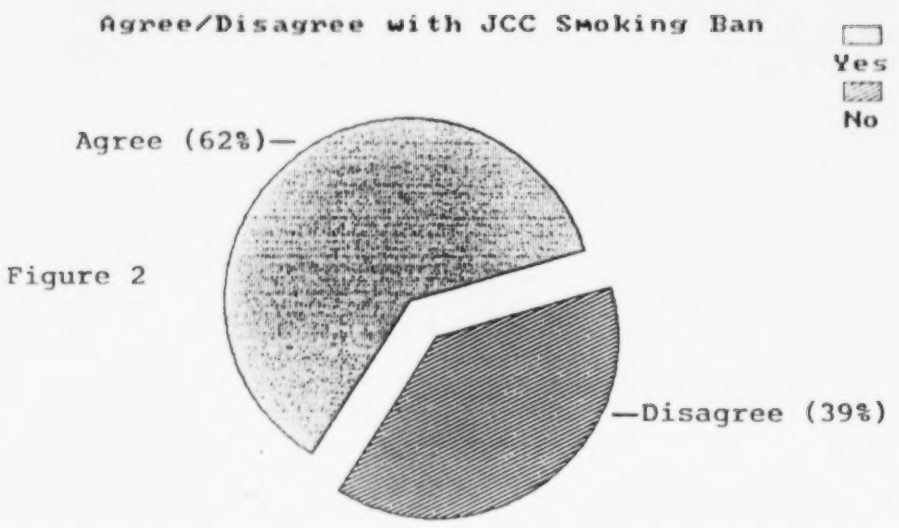


Figure 2

FORT DRUM RELATIONSHIP

After indicating that the College was interested in the impact of Fort Drum on the College, students were asked, "To what extent are you or your family Fort Drum related?"

As shown in Figure 3, Fort Drum Affiliation, some 76% reported "No relationship," while 21% reported some affiliation with Drum. Of the total group of 465 respondents, 10% (46) were military and another 11% (53) were related in a civilian capacity. Figure 4, Fort Drum Related, examines the connection of the 99 individuals who reported a Drum relationship.

DISCUSSION:

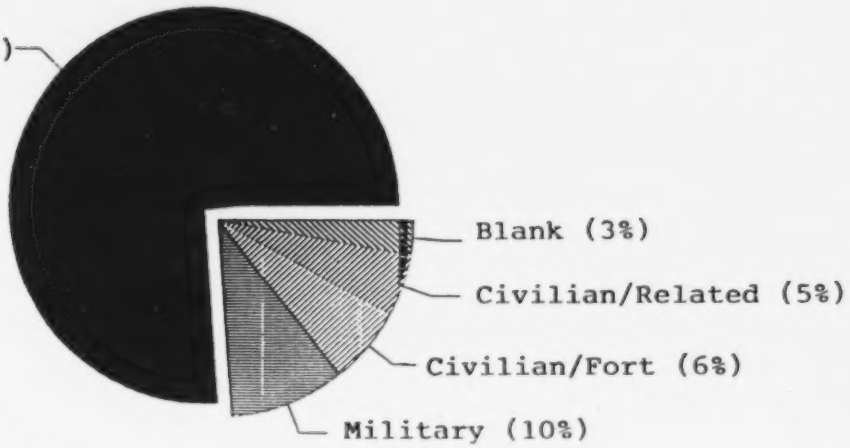
Clearly, Fort Drum has already had a significant impact on the College. While the College Community is generally aware of this, the fact that over a fifth of all enrolled on campus students have a Drum connection may be news to many. The College is working closely with Fort Drum in a variety of efforts and these efforts must be maintained. Particular attention to the on campus academic and extra-class needs of this new population is in order.

TABLE 2

Ft.Drum Affiliation	Number	Percent	Affiliated only #	Affiliated only %
None	354	76.1%	-	-
Military	46	9.9%	46	46.5%
Civilian/Fort	30	6.5%	30	30.3%
Civilian/Related	23	4.9%	23	23.2%
Blank	12	2.6%	-	-
TOTAL	465	100.0%	99	100.0%

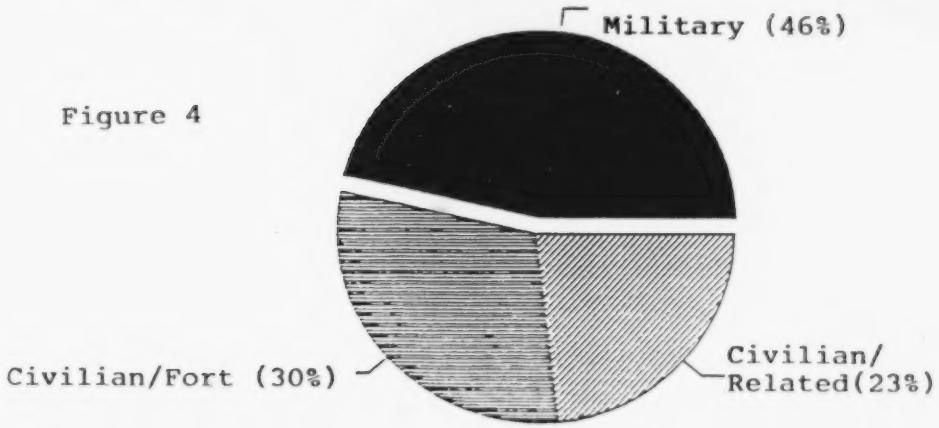
FORT DRUM AFFILIATION

Figure 3



FORT DRUM RELATED

Figure 4



SUMMARY:

This is the first of a proposed series of Institutional Research Reports based on the SUNY/ACT Student Opinion Survey. The next issue will concern the College's mid-term deficiency follow-up process and student interest in the child-care service plan. Subsequent reports are planned to complete the findings of our locally-based survey questions and to then address the officially published survey findings to include local data along with statewide and national comparisons, as appropriate.

Feedback from those reviewing this paper is solicited.

F. Y. I.

Jefferson Community College
Office of Institutional Research

Institutional Research Report #2

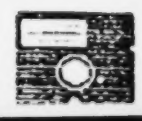
OCTOBER 28, 1988

This is the second in a planned series of Institutional Research Reports. This paper examines the College's mid-semester student deficiency follow-up process.

The data reported is drawn from the College's April 1988 JCC participation in the statewide SUNY Student Opinion Survey (SOS/ACT) program. As was noted in Report #1, JCC's survey of 465/1800 (25%) students is felt to have produced a valid cross section of opinion on the questions raised.

Feedback from those reviewing this paper is solicited.

Frederick J. McCarthy, Ed.D.
Director & Dean for Educational Services



MID-TERM DEFICIENCY FOLLOW-UP

For a number of years, Dr. McCarthy as the College's Dean for Educational Service has written to students earning poor/incomplete grades at mid-semester. By way of background, during the 1988 spring semester, of approximately 1250 individuals enrolled for two or more courses at JCC, 129 students (10%) were mailed mid-term deficiency letters. Based on past experience, the ratio of students receiving this letter has remained very consistent on a semester-to-semester basis. The data reported below is from the April 1988 survey and has no direct relationship to the 129 students cited in this example.

TABLE #3, Mid-Term Deficiency Status

Part A			Part B	
Receiving/Opinion	Number	Percent	#Received	%Received
Never Received	403	86.7%		
Helpful/Continue	32	6.9%	32	65.3%
Useless/Discontinue	17	3.7%	17	34.7%
Blank	13	2.8%		
TOTAL	465	100.0%	49	100.0%

Table #3, Mid-Term Deficiency Status, displays data from the SUNY/ACT Student Survey regarding this process. The percent column of Part A, Table #3, reveals that when asked about their experience/opinion regarding this procedure, 87% of the 465 respondents reported never having received one of these grade deficiency letters. Of the total group of respondents, 7% reported having received a mid-term deficiency letter and recommended that the process be continued while an additional 4% having received letters indicated that they felt that the process could be discontinued. This data is graphed in Figure #5, Mid-Term Letter Experience.

FIGURE 5

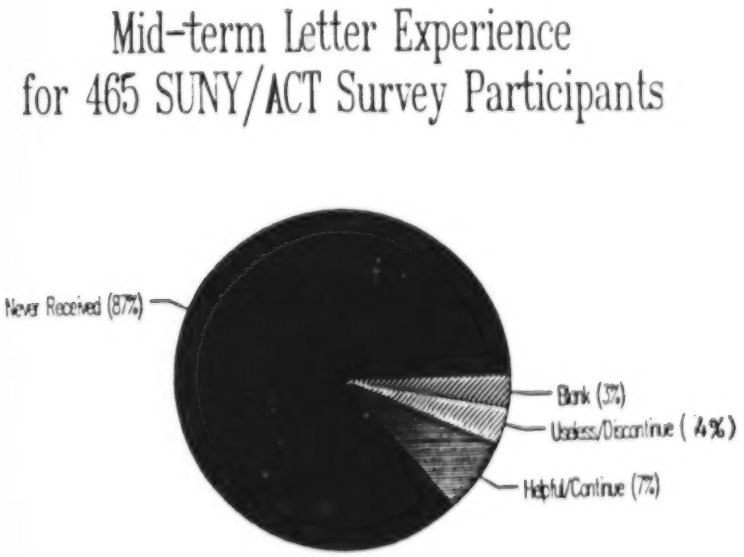
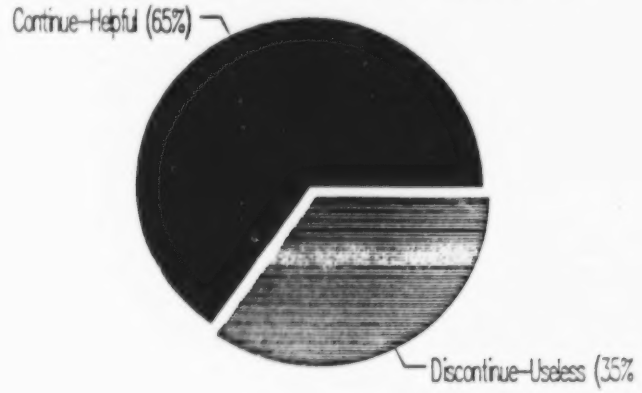


Figure #6, Mid-term Letter Response looks only at the cross-section of students polled in the SUNY/ACT student survey who responded affirmatively to having received the mid-term grade deficiency letter, a total of 49 individuals. Of this group, 65% said that they found the process helpful and recommended continuance, while the remaining 35% felt that the process was useless and could be discontinued.

FIGURE 6 . Mid-term Letter Response

TOTAL POLLED STUDENT/RECIPIENTS-49



DISCUSSION:

The good news is that both presently and historically, approximately 90% of all enrolled JCC students are making reasonable academic progress at mid-semester. The ten percent experiencing academic difficulty tend to view the College's mid-term follow-up/intervention favorably. Based on the finding that two-thirds of the students receiving mid-term deficiency letters were positive about the process, it is recommended that the practice be continued.

It has been suggested that it would be interesting to further review/evaluate the efficacy of this program by comparing success/retention/persistence figures for a group of students receiving this letter against a matched group to whom letters were withheld. The fall, 1988 deficiency letter program series is being designed to test this question.

CONCLUSION:

Report #1 discussed the regulation of smoking on campus and the Fort Drum affiliation of JCC students.

Because of its length and complexity, the Child Care issue originally scheduled for Report #2 will be addressed separately in Report #3, planned for mid-November release.

Report #4 will discuss Student Use of the Library, Hours A Week Spent Studying, and A Review of Eleven Common Goals of College Students.

Subsequent reports are planned to complete the findings of our locally-based survey questions and to then address the officially-published survey findings to include local data, along with statewide and national comparisons, as appropriate.

F. Y. I.

Jefferson Community College
Office of Institutional Research

Institutional Research Report #3

November 18, 1988

As the third in a continuing series of reports, this paper examines questions related to the creation of a child-care (day-care) facility/program for the JCC community.

The data reported is drawn from the College's April 1988 participation in the statewide SUNY Student Opinion Survey (SOS/ACT) program. As has been noted earlier, this campus' survey results of 465/1800 (25%) students is felt to have given a valid cross section of opinion on the questions asked.

For the benefit of several who have asked, these papers are being generated on desk-top PC's. The primary software in use is Framework II, Outline Mode (including spreadsheet, word processing and work-quality graphics). For presentation figures, Quattro's presentation quality graphics has become the program of choice.

Comments and suggestions regarding this series are welcomed.

Frederick J. McCarthy, Ed.D.
Director & Dean for Educational Services
A "FOR YOUR INFORMATION" Report

BACKGROUND

Within the Spring, 1988 SUNY/ACT Student Survey project, three local questions were developed to help assess the possible utilization of a proposed child care facility on the JCC campus. Students were asked about: (1) the likelihood of their using such a service for children ages 3-5; (2) whether or not they had children and if so, (3) the present arrangement for their child care needs.

While there was some ambiguity in the phrasing of several of these three questions, it is felt that the results are generally accurate and consistent enough for general institutional planning. Where extrapolations of possible enrollment numbers are offered, it is noted that these are presented for consideration only as they may lack sufficient statistical validity for firm budgetary implementation.

CHILD CARE

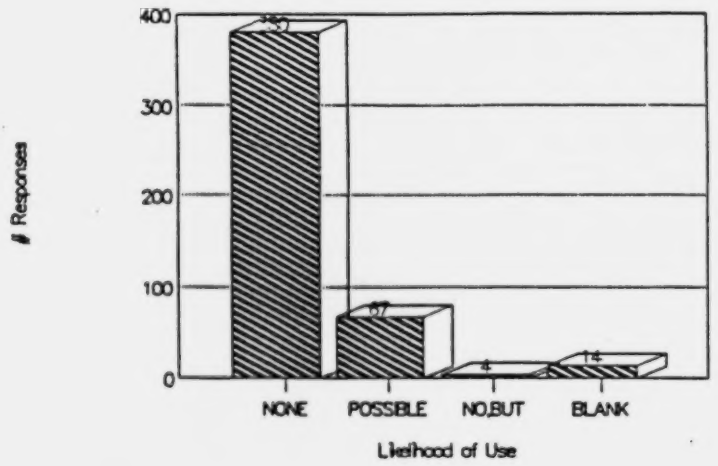
It is recognized that there is somewhat of a 'chicken and egg' issue involved in the establishment of a new day-care facility and the relationship of currently-enrolled parents' opinions about the viability of such a program. On the one hand, currently enrolled students' children would be an important base of possible enrollment for such a service; but realistically, these individuals must by definition have been able to surmount the problem in child care in order to become currently enrolled. It is felt that the presence of an on-campus program will serve as an enrollment inducement to parents who might not otherwise be able to provide for child care and that the more important group to survey on this question would be potential enrollees with children in the 3-5 year age group.

Table #4 below, Likelihood of Child Care Use, shows that 14% of the respondents had a child or children in this age group and that they might use the service were it to become available. While the following interpretation is admittedly somewhat speculative, extending this 14% to the College's full-time enrollment base would result in a child population estimate of 125-130. Were this figure to be accurate at the time the proposed 30 student capacity child care facility becomes operational, 20-25% utilization by those eligible would result in capacity enrollment. Not surprisingly, as is depicted in Figure #4, of the 71 students with children in this age group 67 indicated an interest in utilizing this new service.

TABLE #4, LIKELIHOOD OF CHILD-CARE USE

Child-Care Interest	Number	Percent
None	380	81.7%
Possible use/Have child	67	14.4%
No Interest/Have child	4	.9%
Blank	14	3.0%
TOTAL	465	100.0%

Fig. 4: Likelihood of Child Care Use by number of student responses



Parent/children Status

In response to the question, "Are you a parent, or are you expecting a child?", exactly one-third responded affirmatively. As shown in Table #5, Parent/children Status, while the majority of JCC students' children are of school age or older, there is a sizable group of pre-school children within the JCC student family. Indeed, there were 64 children reported in the birth to 5 year old age group.

TABLE #5, PARENT/CHILDREN STATUS

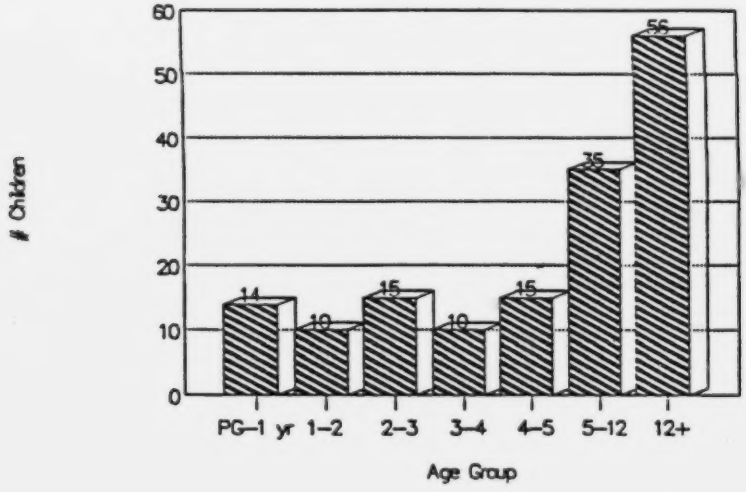
Parent/children	Number	Percent
No	293	63.0%
PG-1 yr.	14	3.0%
1-2 yrs.	10	2.2%
2-3 yrs.	15	3.2%
3-4 yrs.	10	2.2%
4-5 yrs.	15	3.2%
5-12 yrs.	35	7.5%
12 yrs. plus	56	12.0%
Blank	17	3.7%
TOTAL	465	100.0%

Children by Age

The current JCC students' children by age are graphed in Figure #5. Those included in the spring 1988 survey collectively reported having 25 children in the 3-5 age group that would be covered in JCC's child care facility. If this number were multiplied by 4 to provide for the 1/4 questionnaire sample size, there may be somewhere on the order of 100 eligible children in the total JCC student population. Since the proposed child care

program is initially envisioned as closing at 5:00 P.M., this number should be reduced by approximately 1/3rd to provide for part-time evening students' children. This produces a net current statistical population base of approximately 67 children, a figure that may support a child care center of the size envisioned.

Fig. 5: JCC Students' Children by age group



Primary Child-Care

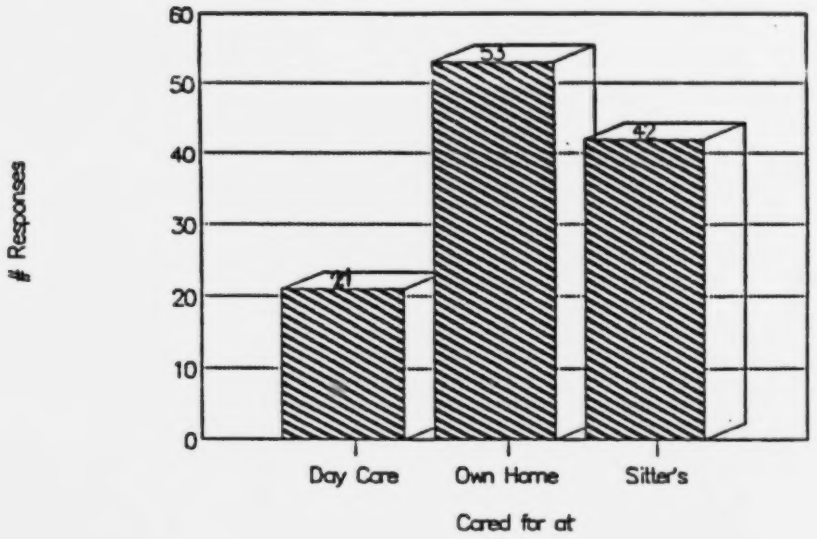
As was noted above, there was some ambiguity in the phrasing of the questions directed toward child care. This is seen in particular in response to the item, "If you are a parent, how are your children primarily cared for at this time?", where there were 209 blank answers. This contrasts to the fact that there were a combined total of 310 no/blank responses to the "Are you a parent" item noted above. This specific question should be re-written for any future survey. The raw data for this item is shown in Table #6, Present Child Care Arrangements.

The above notwithstanding, a total of 116 respondents indicated that their children were being cared for at a day care facility, at home, or in a sitter's home. The current care arrangements for these 116 children are depicted in Figure #6, Present Child-Care Arrangements. By implication many of these children would be candidates for the JCC child care facility. An adjustment for sample size and inference about convenience and fees charged again suggests that there are currently adequate numbers of JCC students' children to support an on-campus 30 student sized child care center.

TABLE #6, PRESENT CHILD CARE ARRANGEMENTS

Present Child-Care	Number	Percent
Day Care Center	21	4.5%
At home	53	11.4%
Sitter's home	42	9.0%
Other	140	30.1%
Blank	209	44.9%
TOTAL	465	100.0%

Fig. 6: Present Child-Care Arrangements



SUMMARY:

This is the third in a planned series of Institutional Research Reports based on the April 1988 SUNY/ACT Student Opinion Survey. Based on the responses to the three questions reviewed in this report, it appears that there will be adequate enrollment support to make a 30 student capacity facility viable.

Report #4, planned for November 30 publication, will discuss STUDENT USE OF THE LIBRARY, HOURS A WEEK SPENT STUDYING AND A REVIEW OF 11 COMMON GOALS OF COLLEGE STUDENTS. Subsequent reports are planned to complete the findings of our locally-based survey questions and to then address the officially-published survey findings to include local data along with statewide and national comparisons, as appropriate.

Feedback from those reviewing this paper is solicited.

F. Y. I.

Jefferson Community College
Office of Institutional Research

Institutional Research Report #4

December 15, 1988

As the fourth in a continuing series of Institutional Research reports, this paper will present information on:

* STUDENT USE OF THE LIBRARY

* HOURS A WEEK STUDENTS SPEND STUDYING

* A REVIEW OF 11 COMMON GOALS OF COLLEGE STUDENTS

The data reported is drawn from the College's April 1988 participation in the statewide SUNY Student Opinion Survey (SOS/ACT) program. As has been noted earlier, this campus' survey results of 465/1800 (25%) students is felt to have given a valid cross section of opinion on the questions asked.

Comments and suggestions regarding this series is welcomed.

BACKGROUND

Within the spring 1988 SUNY/ACT Student Survey project, several local questions were written to provide the College with background and planning information about selected student experiences and expectations. In addition to providing specific current news on these questions, the data will provide a base line against which future findings can be evaluated. While there are no national norms for these questions, several items were adapted from a common-developed SUNY Institutional Research Officers' pool of survey particulars. On a need basis we may be able to develop comparative data with selected other SUNY units where the same items were administered. Requests for information in this area should be negotiated directly with the College's Director of Institutional Research.

With regard to our locally written questions, it is noted that this report is based on the total population of 465 respondents to the spring 1988 survey, without regard to their full-time or part-time status. This procedure would undoubtedly influence survey results and interpretation of these findings should be viewed in this context. For example, library usage and time spent studying would clearly be influenced by the students' academic load as would their goals.

Frederick J. McCarthy, Ed.D.
Director & Dean for Educational Services

JCC STUDENT STUDY TIME

TABLE #7, HOURS PER WEEK STUDYING, displays reported study time in 6-hour blocks. The most frequently reported response to the question, "On the average, how many hours a week do you spend studying and completing out-of-class assignments?", was 7-12 hours. This time allotment was reported by 29% of the study group. Six hours or less of study time were reported by 21%; and at the other extreme, 5% indicated that they spent 37 or more hours a week on their studies.

TABLE #7: HOURS PER WEEK STUDYING

Study Hours a week	Number #	Percent %	Cumul. %
0-6	96	21.0%	21.0%
7-12	133	29.1%	50.1%
13-18	89	19.5%	69.6%
19-24	59	12.9%	82.5%
25-30	39	8.5%	91.0%
31-36	19	4.2%	95.2%
37+	22	4.8%	100.0%
TOTAL	457	100%	

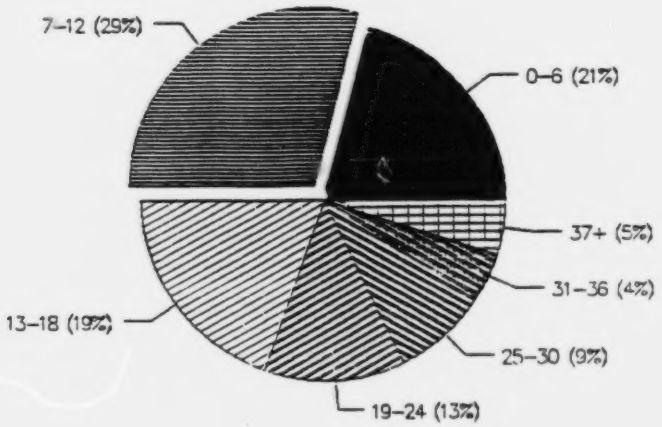
Comments

There is a common notion within academe that suggests successful students need to complete two hours on out-of-class preparation for each hour spent in the classroom. Indeed, this is the basis of the Carnegie Unit of semester hour credits.

According to official JCC spring 1988 semester enrollment figures, there were 1889 individuals enrolled for a total of 17,994.5 semester hours of credit; stated another way, the average JCC student credit load in spring 1988 was 9.53 hours.

Based on the above, it is apparent that the "typical" JCC student reports spending approximately one hour of study time for each hour spent in the formal classroom setting. As shown in FIGURE #7, HOURS OF STUDY PER WEEK, there is wide deviation from this typical study time figure; undoubtedly, a detailed breakdown by curriculum/course would reveal both demanding and less-taxing homework areas of study.

FIG. 7: Hours of Study per week



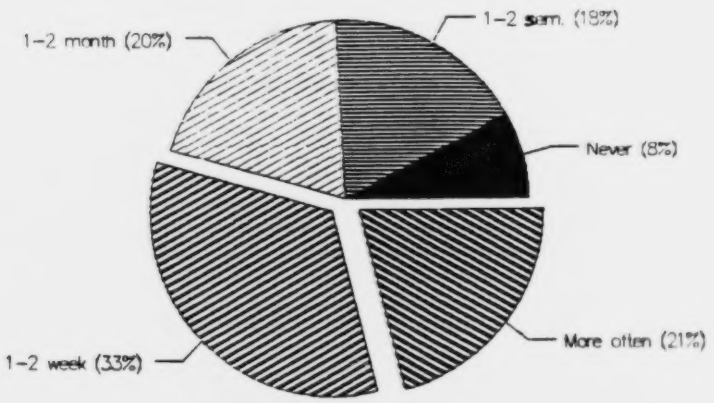
FREQUENCY OF LIBRARY USE

The College's Melvil Dewey Library is apparently both well known and frequented by JCC students. In response to the question, "How often do you use the library?", over half of the entire population indicated they used the library at least once or twice a week or more often. The data for this question is displayed in TABLE #8, FREQUENCY OF LIBRARY USE.

TABLE #8: FREQUENCY OF LIBRARY USE

Library Use	Number #	Percent %
Never	38	8.2%
1-2 semester	80	17.2%
1-2 month	91	19.6%
1-2 week	151	32.5%
More often	96	20.6%
Blank	9	1.9%
TOTAL	465	100.0%

Fig. 8: Library Use



While it will be reported in more detail in a subsequent report, another area of this survey will show that the College library is viewed favorably by students both in absolute figures as well as in comparison to national and SUNY normative data.

COLLEGE STUDENT GOALS

Within this survey, participants were presented with a series of 12 common college student goals from which they were to select the most important. By a wide margin, career preparation was the single most important goal, this specific response being selected by some 46% of all respondents.

This survey item is presented verbatim below both for reader clarity and to put the responses in context. The figure in brackets in advance of each item represents the JCC percent choosing each item.

"Listed below are some common goals of college students. Please indicate the most important goal to you.

%		
(46.0)	a.	To prepare for a career.
(6.8)	b.	To increase my knowledge of the world.
(1.3)	c.	To become a community leader.
(0.7)	d.	To meet people.
(2.9)	e.	To develop independence and self-reliance.
(0.7)	f.	To discover my vocational interests.
(11.2)	g.	To obtain a higher salary or job promotion.
(0.4)	h.	To become politically and socially aware.
(18.7)	i.	To prepare for a profession.
(0.4)	j.	To improve my athletic abilities.
(2.2)	k.	To help others.
(8.6)	l.	To become successful in business."

The second and third most popular percentage responses were very closely related and consistent with the first; namely "To prepare for a profession" (19%) and "To obtain a higher salary or job promotion" (11%). These three goals collectively comprise some 76% of all student responses. The remaining nine possibilities received single digit percentage responses. TABLE #9, STUDENT GOALS, presents the responses to this item arranged in percentage order.

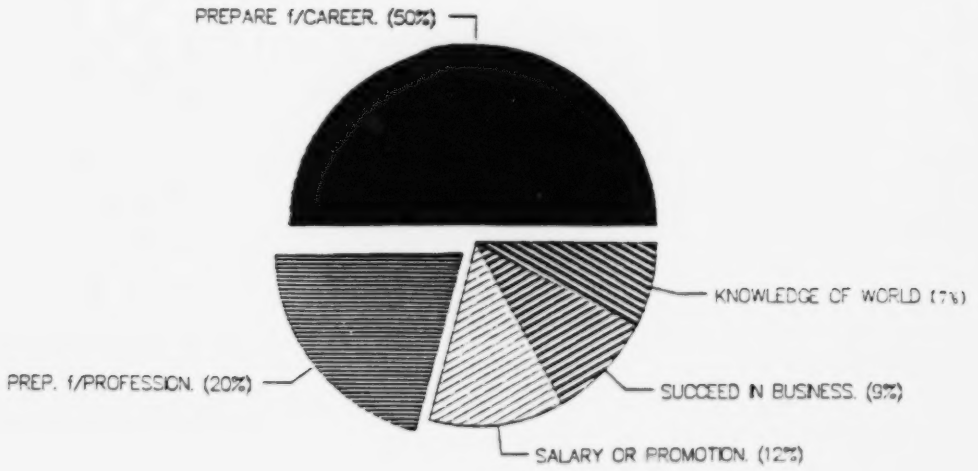
Were the items, "To prepare for a career" (choice a.) and "To prepare for a profession" (choice i.) considered as a single entity; i.e. "to prepare for a career/profession", these would collectively be reported as representing 65% of the College's primary student goal.

TABLE #9: STUDENT GOALS

Resp.	GOAL	Number #	Percent %
a.	PREPARE f/CAREER	209	46.0%
i.	PREP. f/PROFESSION	85	18.7%
g.	SALARY OR PROMOTION	51	11.2%
l.	SUCCEED IN BUSINESS	39	8.6%
b.	KNOWLEDGE OF WORLD	31	6.8%
e.	DEVELOP INDEPENDENCE	13	2.9%
k.	TO HELP OTHERS	10	2.2%
c.	BE COMMUNITY LEADER	6	1.3%
d.	TO MEET PEOPLE	3	.7%
f.	VOCATIONAL INTEREST	3	.7%
h.	POLITICAL/SOCIAL AWARE	2	.4%
j.	ATHLETIC ABILITIES	2	.4%
	TOTAL	454	100.0%
-	Blank	11	N/A

Clearly, preparation for a career or profession is the overriding goal of a significant majority of Jefferson Community College's entire student population. This information is depicted in Figure #9, SELECTED GOALS where the five most frequently chosen goals are presented in pie graph format. The percentage figures shown in this graph are based on the 415 individuals who selected these goals.

FIG. 9: Selected Goals



SUMMARY:

This is the fourth in a planned series of Institutional Research Reports based on the April 1988 SUNY/ACT Student Opinion Survey. The responses to the questions reviewed in this report show that JCC students:

* Spend approximately one hour on homework/study for each hour spent in class.

* Use the College library once or twice a week or more often.

* Cite preparation for a career/profession as their overriding goal.

Report #5, planned for December 22 publication, will present data for the remaining locally-based questions from this survey.

It is envisioned that the format for Reports #5 and #6 (SUNY based questions planned for early January release), will present original survey questions with percentage figures being reported for each possible response, similar to the STUDENT GOALS item above. Limited narrative interpretation will be offered in an effort to report concisely on many items in each of these upcoming papers. The report on SUNY based questions will reveal both local percentages and statewide comparisons with narrative support as appropriate.

The concluding papers on the Spring 1988 ACE survey will show satisfaction averages for "COLLEGE SERVICES" in Report #7 scheduled for late January/early February and for "COLLEGE ENVIRONMENT" in Report #8 planned for late February release.

The tabular information for these papers is readily available in the Office of Institutional Research should any in the campus community have specific need for raw data in advance of its planned release.

F. Y. I.

Jefferson Community College
Office of Institutional Research

Institutional Research Report #5

December 22, 1988

As the fifth in a continuing series of Institutional Research reports, this paper will present information on a series of twelve locally-written survey questions. These diverse questions were presented to help the College gather information about student opinion, background and preferences in areas that might help in reviewing programmatic and environmental issues of concern to many in the College community.

Those who have been following these papers may note that the presentation format has been significantly altered at this time. This has been done in an effort to succinctly report on a variety of topics in a uniform report method. Limited narrative will be offered since the questions and percentage responding to each alternative are relatively straightforward.

As has been true for this entire series, the data reported is drawn from the College's April 1988 participation in the statewide SUNY Student Opinion Survey (SOS/ACT) program. Jefferson Community College's survey results of 465/1800 (25%) students is felt to have given a valid cross section of opinion on the questions asked.

Survey questions numbered 10 through 21 are presented verbatim below. The bracketed numbers before each item are the percentages of respondents selecting each of the possible alternatives. For those keeping track, questions 22-30 have been discussed previously; questions 1-9 are scheduled for presentation in Report #6.

Those with questions, suggestions, or in need of additional information on any of the items in this document are invited to contact the College's Director of Institutional Research.

BACKGROUND

As was noted in a previous report, the spring 1988 SUNY/ACT Student Survey project included many local questions that were written to provide the College with background and planning information about selected student experiences and expectations. In addition to providing specific current news on these questions, the data will provide a base line against which future findings can be evaluated.

Frederick J. McCarthy, Ed.D.

Director & Dean for Educational Services

A "FOR YOUR INFORMATION" Report

While there are no national norms for the questions reported below, several items were adapted from a shared SUNY Institutional Research Officers' pool of survey particulars. On a need basis it may be possible to develop comparative data with selected other SUNY units where the same items were administered. Requests for information in this area should be negotiated directly with the College's Director of Institutional Research.

With regard to the locally-written questions included here, it is noted that this paper is based on the total population of 465 respondents to the spring 1988 survey, without regard to their ages, marital status, or full-time or part-time status, etc. These facts would undoubtedly influence survey results and interpretation of these findings should be viewed in this context. For example, favored activities, voter registration status and living arrangements would clearly be influenced by the students' status on these demographic details.

SURVEY QUESTIONS 10-21

10. Which answer best describes your current voter registration status?

(2.2%)	a.	Not eligible to register because of age, felony conviction, or citizenship status.
(52.3%)	b.	Registered with an off-campus address, but within the same county as the campus.
(11.0%)	c.	Registered in another county within New York State.
(3.9%)	d.	Registered in another state.
(4.3%)	e.	Not registered because of inconvenience.
(0.9%)	f.	Not registered to avoid jury duty.
(3.0%)	g.	Not registered due to dissatisfaction with the political system.
(20.6%)	h.	Not registered for other reasons.
(1.9%)	-	Blank

11. During a typical week, how many alcoholic drinks do you normally consume?

(50.1%)	a.	None
(24.7%)	b.	1-2
(12.9%)	c.	6-10
(5.4%)	d.	11-20
(3.2%)	e.	More than 20
(3.2%)	-	Blank

12. I prefer to attend the following type of program in my out-of-class time. (Choose one.)

(27.7%)	a.	Athletic events
(5.4%)	b.	Pop music concerts
(6.0%)	c.	Dances
(4.9%)	d.	Speakers/lecturers
(2.6%)	e.	Art exhibits
(3.4%)	f.	Plays
(5.2%)	g.	Arts and crafts shows
(1.7%)	h.	Classical concerts
(.6%)	i.	Cabaret events
(24.9%)	j.	Movies
(15.3%)	k.	None
(2.2%)	-	Blank

13. A significant part of the Student Association budget is appropriated to intercollegiate athletics. Assuming intercollegiate athletics will continue to be funded with a student fee, do you favor that the funds needed to support intercollegiate athletics come primarily from:

(50.8%)	a.	Contributions from the Student Association budget.
(44.5%)	b.	A separate athletic fee
(4.7%)	-	Blank

14. Please indicate how satisfied you are with the transfer services (help in transferring to another college) provided by the counseling center:

(4.7%)	a.	Very satisfied
(20.2%)	b.	Satisfied
(4.3%)	c.	Dissatisfied
(1.1%)	d.	Very dissatisfied
(68.0%)	e.	Not used
(1.7%)	-	Blank

15. Jefferson Community College is considering building student apartments (dorms with kitchens) near the campus. We are interested in whether you would be (or would have been, in the event you are graduating this year) a potential resident in such facilities. Rent is estimated at $700-$800 a semester. Which of the following choices best describes your situation?

(30.8%) a. I live at home now but would consider living in dorms.
(40.2%) b. I live at home now and would NOT consider living in dorms.
(9.9%) c. I live off campus now (but not at home) and would consider living in dorms.
(16.6%) d. I live off campus now (but not at home) and would NOT consider living in dorms.
(2.6) - Blank

16. If Jefferson Community College did construct student housing, the kind it builds might possibly influence your decision to be a resident. With this in mind, which of the following housing choices would you prefer.

(44.3%) a. None. I would not consider any kind of student housing on campus.
(28.4%) b. Housing in apartments-4 students to a suite with kitchen, bath, 2 bedrooms, living/dining area ($700-$800 per student a semester).
(5.2%) c. Housing in single rooms with the same facilities as in (b) above, but at a much higher rent ($300-$400 a month).
(10.8%) d. Standard college-type dormitory, 2-3 to a room, with a kitchen and bath on each floor ($600-$700 a semester).
(8.6%) e. Standard college-type dormitory, 2 to a room with bath on each floor, but no kitchen, and cafeteria meal plan optional (cost would vary based on options).
(2.8%) - Blank

17. Which of the sources of funds listed below is MOST important in financing your college education?

(14.8%)	a.	Support from parents or family.
(8.2%)	b.	Support from spouse.
(26.2)	c.	Employment or personal savings.
(6.9%)	d.	NDSL Loan, bank loan, or other loan.
(0.4%)	e.	College Work Study.
(5.2%)	f.	Veteran's benefits.
(12.0%)	g.	TAP.
(13.5%)	h.	PELL grant.
(2.6%)	i.	Local or national scholarships or grants.
(1.1%)	j.	American Institute of Banking (AIB).
(0.4%)	k.	Jefferson County Training and Placement (JTPA).
(3.2%)	l.	Military College assistance.
(5.4%)	-	Blank

The following questions are asked in order to learn your opinion about how much demand there is in the community for new or increased services from Jefferson Community College.

For questions 18 through 21, please select the option that best reflects your opinion of the degree of community demand.

18. How great is the public demand for increased numbers of non-credit general interest, self-development and skills improvements courses?

(7.1%)	a.	Very large demand
(18.1%)	b.	Large demand
(41.5%)	c.	Moderate demand
(7.1%)	d.	No demand
(24.7%)	e.	No opinion
(1.5%)	-	Blank

19. How great is the demand for industry-related and/or business-related courses taught off-campus at sites convenient to the students and employees involved?

(8.6%)	a.	Very large demand
(23.9%)	b.	Large demand
(36.8%)	c.	Moderate demand
(4.7%)	d.	No demand
(24.1%)	e.	No opinion
(1.9%)	-	Blank

20. How great is the demand for a weekend college program planned so that selected degrees can be earned through classes on Friday evenings, Saturdays, and/or Sundays?

(9.7%)	a.	Very large demand
(17.0%)	b.	Large demand
(31.0%)	c.	Moderate demand
(12.7%)	d.	No demand
(27.7%)	e.	No opinion
(1.9%)	-	Blank

21. How great is the demand for evening programs planned so that selected degrees can be earned through classes on Monday through Thursday evening?

(25.8%)	a.	Very large demand
(30.3%)	b.	Large demand
(24.7%)	c.	Moderate demand
(2.2%)	d.	No demand
(15.1%)	e.	No opinion
(1.9%)	-	Blank

SUMMARY:

This is the fifth in a planned series of eight Institutional Research Reports based on the April 1988 SUNY/ACT Student Opinion Survey. The responses to the questions reviewed in this report show that JCC students:

* Have a 52% rate of Jefferson County voter registration; 28% are not registered.

* Are equally divided between those who have no alcoholic drinks (50%) during a typical week and those who do.

* Prefer athletic events (28%) or movies (25%) to other forms of entertainment/cultural programming.

* By a modest majority (51/45%) favor student association budgeting of intercollegiate athletics.

* Are quite satisfied with the help they receive from the College's Counseling Center in transferring to another college; 32% reported using this service. Of the 141 expressing an opinion, 82% reported being satisfied or very satisfied with the service.

* Currently live at home (71%) but 40% indicated that they would consider college student housing if it were available.

* View employment or personal savings as their MOST important college financing source (26%), followed by support from parents/family/spouse (23%), PELL (14%), TAP (12%) and other sources.

* Indicate strong support for the availability of a Monday through Thursday evening degree program. Large or very large demand for such a program was expressed by 56.1%.

Report #6 (nine SUNY-raised questions) is planned for early January release. Since the report on SUNY-based questions will reveal both local percentages and statewide comparisons, some narrative support on the data is envisioned.

The concluding papers on the spring 1988 ACE survey will show satisfaction averages for "COLLEGE SERVICES" in Report #7 scheduled for late January/early February and for "COLLEGE ENVIRONMENT" in Report #8 planned for late February release.

The tabular information for these papers is readily available in the Office of Institutional Research should any in the campus community have specific need for raw data in advance of its planned release.

F. Y. I.

Jefferson Community College
Office of Institutional Research

Institutional Research Report #6

February 21, 1989

INTRODUCTION

This paper, the sixth in a continuing series of Institutional Research Reports, presents information on a series of nine State University of New York-based survey questions. In addition to the survey items themselves, tables and graphs have been developed to show local percentages and statewide comparisons.

The data reported for this entire series have been drawn from the College's April 1988 participation in the statewide SUNY Student Opinion Survey (SOS/ACT) program. Jefferson Community College's survey results of 465/1800 (25%) students are felt to have given a valid cross section of opinion on the questions asked. In this regard, ACT has advised the college that the number of surveys we submitted "was sufficient (assuming no systematic response bias) to provide accurate population estimates based on the sample data."

Survey questions numbered 1 through 9 are presented verbatim below. The bracketed numbers before each item are the percentages of JCC respondents selecting each of the possible alternatives including blanks. Questions 10-30 have been discussed in previous reports.

A summary data table and graph accompany each item. These displays follow the appropriate question format and contain information on the number and percentage of JCC responses to each alternative, along with the two-year SUNY normative percentage. For sake of consistency, JCC data are presented by solid bar-graphs; SUNY data, by shaded bar-graphs. The presentation of each item is concluded with a brief narrative summation. Those with questions, suggestions, or in need of additional information on any of the items in this document are invited to contact the College's Director of Institutional Research.

BACKGROUND

As has been noted in previous reports, the spring 1988 SUNY/ACT Student Survey project included 40 questions that were written to provide background and planning information about selected student experiences and expectations, both at the local level and on a SUNY-wide basis. In addition to providing current thoughts on these questions, it is felt that the data will provide a base line against which future findings may be evaluated.

Frederick J. McCarthy, Ed.D.
Director & Dean for Educational Services
A "FOR YOUR INFORMATION" Report

There are no national norms for the nine survey questions reported below as these items were developed by the SUNY central office in concert with the State University of New York Institutional Research Officers group. By common consent, these nine questions were included in each individual campus' participation in this project and statewide norms have thereby been established. These norms are derived from a total of 9,500 to 9,700 responses to each question compiled from the 20 participating SUNY two-year institutions; they are the percentages displayed as "SUNY %" and discussed below. It is noted that the tables used for comparisons in this report exclude blank responses.

With regard to the nine SUNY written questions included here, it is noted that this paper is based on the total Jefferson Community College population of 465 respondents to the spring 1988 survey, without regard to their ages, marital status, day or evening registration, etc. These facts would undoubtedly influence survey results, and interpretation of these findings should be viewed in this context and, in particular, when compared to SUNY normative information. For example, independent coverage of health insurance, the sparsity of large classes on campus, and the proportion of transfer/native students to the campus could easily be influenced by the students' status on these demographic details.

A number of caveats are in order for readers of this report to place the absolute information and comparative data in context. Generalizations regarding JCC and SUNY percentage figures should be very limited and subject to further review and investigation. While no local statistical tests have been conducted on this data, it is anticipated that SPSS will soon be available on campus for this purpose should further investigation of any of this information be warranted.

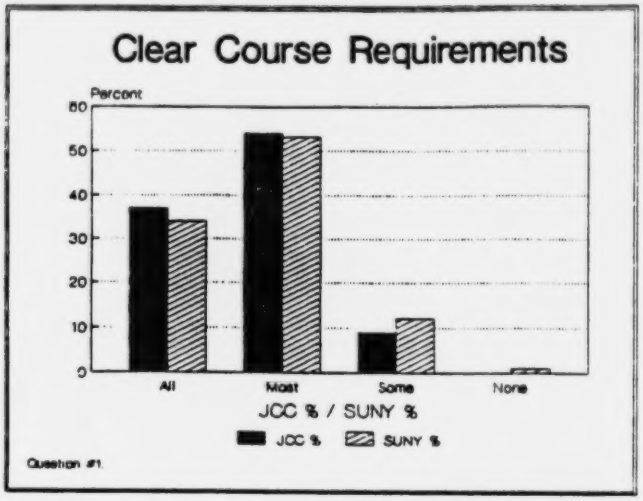
JEFFERSON COMMUNITY COLLEGE

STUDENT OPINION SURVEY

SPRING 1988

1. In courses that I have taken at this institution, the instructor makes the course requirements clear and makes assignments at the beginning of the semester that do not change significantly during the semester:

(36.1%)	a.	In all courses I have taken
(53.5%)	b.	In most courses I have taken
(9.0%)	c.	In some courses I have taken
(0.2%)	d.	In none of the courses I have taken
(1.1%)	-	Blank



CLEAR COURSE REQUIREMENTS	JCC#	JCC %	SUNY %	Difference
All	168	37%	34.0%	3%
Most	249	54%	53.0%	1%
Some	42	9%	12.0%	-3%
None	1	0%	1.0%	-1%
Total	460	100%	100.0%	.0%

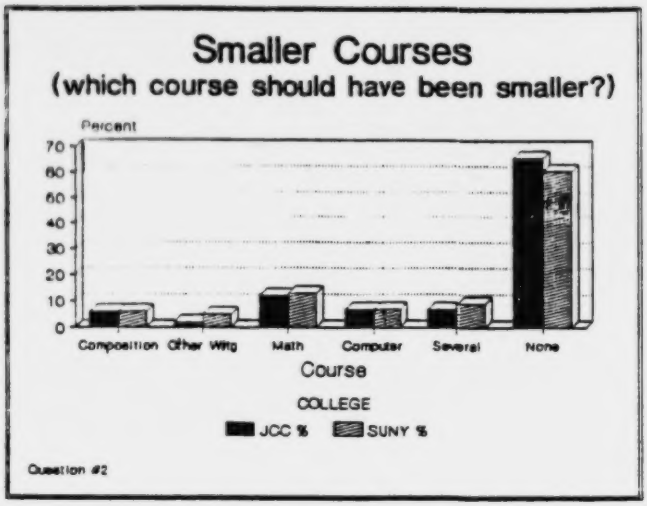
COURSE REQUIREMENT NARRATIVE:

As can be seen from combining the two most frequent responses above, over 91% of JCC's students indicated that they had received clear course requirements in all or most of the courses they had taken. The College is slightly higher than the SUNY norm in this area.

---

2. Please indicate below which of the following courses, if any, should have been smaller in order to allow for more faculty attention to your needs in this course. Please specify only one answer:

(6.2%)	a.	Composition courses
(2.4%)	b.	Other courses where writing was emphasized
(11.4%)	c.	Mathematics courses
(6.5%)	d.	Computer Science courses
(7.1%)	e.	More than one of the above courses
(64.3%)	f.	None of the above
(2.2%)	-	Blank



SMALLER CLASSES	JCC#	JCC %	SUNY %	Difference
COMPOSITION	29	6%	6%	0%
OTHER W'TG	11	2%	5%	-3%
MATH	53	12%	13%	-1%
COMPUTER	30	7%	7%	-0%
SEVERAL ABOVE	33	7%	9%	-2%
NONE ABOVE	299	66%	61%	5%
Total	455	100%	101%	-1%

SMALL CLASS NARRATIVE:

The fact that JCC has relatively few large classes was reflected in student responses to survey questions two and three. These responses also give additional credence to the general credibility of the survey instrument itself.

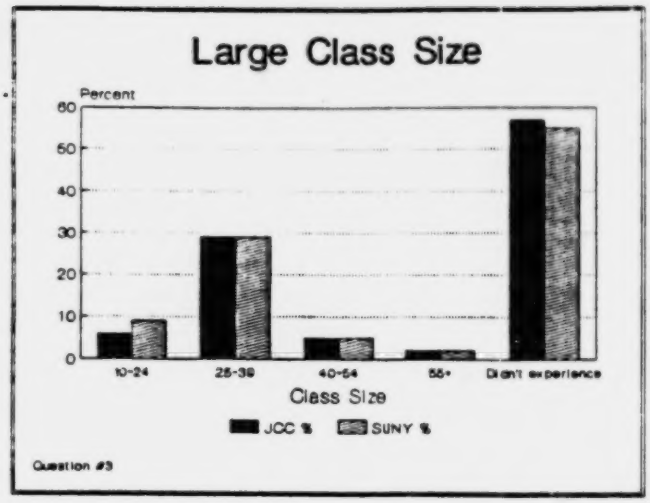
A significant JCC majority (67%) said that they had not experienced overly large classes at the College; this contrasts to the SUNY norm of 61% on the topic.

The one-third minority who would have preferred smaller class in order to allow for more faculty attention to their needs were enrolled in mathematics or some combination of the course alternatives listed. The ratio of JCC students wishing for smaller non-composition courses where writing was emphasized was less than half that for SUNY (2% vs 5%). Opinion on computer and composition course sizes was identical with the SUNY norm of 7% and 6% respectively.

---

3. Based on your response to Question 2, what was the section size you experienced which you thought was too large?

(6.0%)	a.	10-24
(28.6%)	b.	25-39
(5.2%)	c.	40-54
(2.4%)	d.	55 and above
(55.5%)	e.	Did not experience overly large section sizes
(2.3%)	-	Blank



TOO LARGE	JCC#	JCC %	SUNY %	Difference
10-24	28	6%	9%	-3%
25-39	133	29%	29%	0%
40-54	24	5%	5%	0%
55 & ABOVE	11	2%	2%	0%
NONE	258	57%	55%	2%
Total	454	100%	100%	-0%

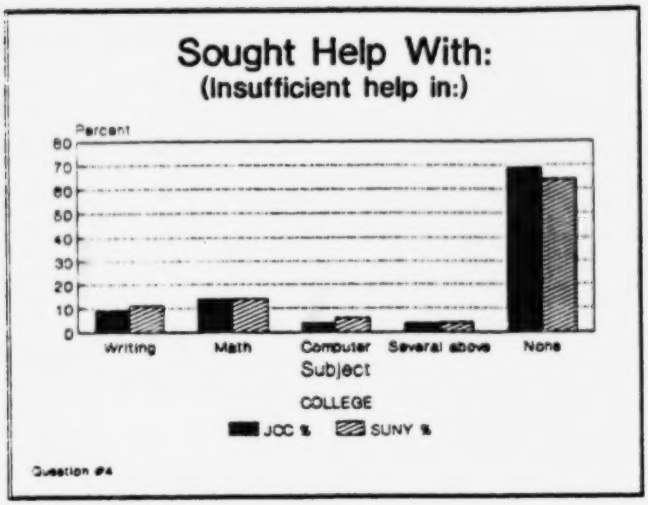
LARGE CLASS NARRATIVE:

Relatively consistent with the question immediately above, the majority of students indicated that they had not experienced overly large classes (57%/55%). Those responding affirmatively were most likely in sections of 25-39 students (29%). Somewhat surprisingly, 6% were in sections of 10-24 but as might have been anticipated, sections of 40-54 and 55+ were viewed as overly large by a combined total of 7%.

---

4. The particular subject area in which I felt I needed special help but did not obtain it sufficiently was:

(8.6%)	a.	Writing/composition courses
(14.2%)	b.	Mathematics courses
(3.9%)	c.	Computer Science courses
(3.7%)	d.	More than one of the above
(68.2%)	e.	None of the above
(1.5%)	-	Blank



SUBJECT	JCC#	JCC %	SUNY %	Difference
Writing	40	9%	11%	-2%
Math	66	14%	14%	0%
Computer	18	4%	6%	-2%
SEVERAL ABOVE	17	4%	4%	-0%
NONE	317	69%	64%	5%
Total	458	100%	99%	1%

SPECIAL HELP NARRATIVE:

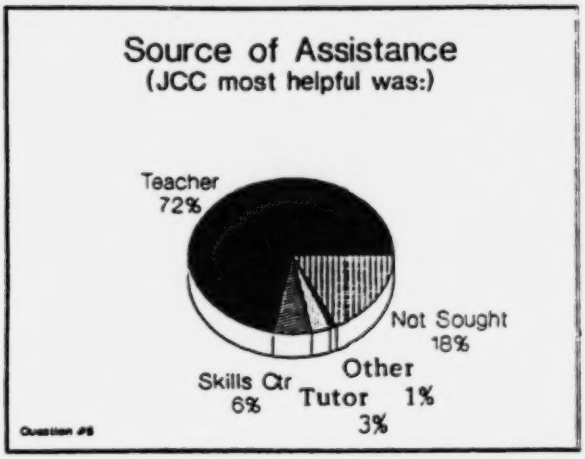
Most JCC students (69%) report being able to receive sufficient subject matter help when they felt they needed it. The fact that this percentage is some 5% above the state norm of 64% reflects favorably on the availability and use of supportive services at the College.

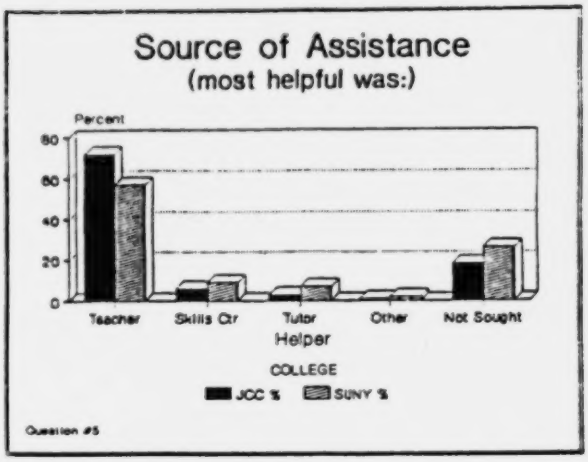
Of the subjects cited in this area, mathematics (14%) was the most frequent both at the local and state level. This is likely related to the prevalence of large section sizes for math courses noted above.

---

5. Please indicate which source usually was most helpful when you sought assistance in a course:

(70.5%)	a.	Instructor of the course
(6.2%)	b.	Learning or Study Skills Center
(3.0%)	c.	Tutorial services
(0.9%)	d.	Other organized campus sponsored services
(17.4%)	e.	Did not seek help
(1.9%)	-	Blank





SUBJECT	JCC#	JCC %	SUNY %	Difference
Teacher	328	72%	57%	15%
Skills Ctr	29	6%	9%	-3%
Tutor	14	3%	7%	-4%
Other	4	1%	2%	-1%
Not Sought	81	18%	26%	-8%
Total	456	100%	101%	-1%

COURSE ASSISTANCE NARRATIVE:

The designation of a course's "Teacher" as the most helpful source of assistance is the highest local score in this entire report; additionally, this response has the largest local-to-statewide difference of the nine questions under review. While teachers were identified as the most common source of student help at both state and local levels, JCC's respondents were significantly more numerous in this area.

When seeking assistance in a course, JCC students find their subject matter instructors most helpful. The 72% of JCC respondents reporting this as their primary source of help differ significantly from their SUNY statewide counterparts (57%). This 15-point percentage spread is the largest variance found in this report.

An interesting, and locally favorable, indication is seen in the fact that only 18% of JCC'ers indicated that they "did not seek help," compared to the 26% SUNY norm for this item. Based on respondents to this survey, JCC students appear to be nearly half again as likely as their statewide counterparts to seek course assistance; the College's institutional milieu is apparently supportive of these efforts.

The combined total of 10% local and 18% SUNY respondents having used skills, tutorial, and other organized help services suggests that JCC students not only avail themselves of supportive services, but also specifically know their most helpful source for academic assistance. At JCC this is clearly perceived as the classroom teacher with other available sources being viewed as supplementary.

While it will be a break in the overall format of this report, the JCC column in the table above is presented in pie graph format to accentuate the relative significance of this local data.

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*6. Which one statement below best describes your experience in transferring to [this college from] another [post-secondary] institution?

(74.8%)	a.	I did not transfer
(15.3%)	b.	Most of my credits were applied to meet my program requirements and I am satisfied with the transfer arrangement
(1.7%)	c.	Most of my credits were applied to meet my program requirements but I am not satisfied with the transfer arrangement
(4.7%)	d.	Only some of my credits were applied to meet my program requirements but I am satisfied with the transfer arrangement
(1.7%)	e.	Only some of my credits were applied to meet my program requirements and I am not satisfied with the transfer arrangement
(1.7%)	-	Blank

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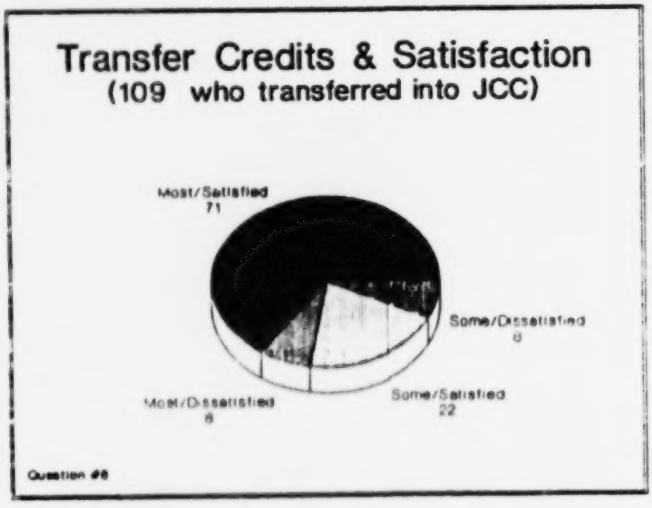
* NOTE: Bracketed words were, i.e., [inadvertently] omitted in JCC's version of this survey.



TRANSFER ARRANGEMENT	JCC#	JCC %	* SUNY %	JCC Tranf #	JCC Tranf %
Didn't	348	76%	81%:		
Most/Satisfied	71	16%	9%:	71	65%
Most/Dissatisfied	8	2%	2%:	8	7%
Some/satisfied	22	5%	5%:	22	20%
Some/dissatisfied	8	2%	3%:	8	7%
Total	457	100%	100%:	109	100%

* wording error noted

TRANSFER EXPERIENCE NARRATIVE:

As noted in the verbatim transfer experience item above, there was a major mechanical problem in the omission of several key words in the JCC survey booklet. Since the bracketed words included in the SUNY edition of this survey were inadvertently omitted from the JCC version, direct local/state comparisons cannot be made.

Notwithstanding, JCC students appear to have been unflustered by the apparent ambiguity of the wording of this question. Some 75-80% of the respondents indicated that they were not transfer students, a figure that is comparable to actual JCC registration data.

Of the combined total of 109 students who indicated that they had transferred to JCC, a significant majority (85%) indicated that most or some of their (previous) credits had been applied to meet their JCC program requirements and that they were satisfied with the transfer arrangement. Ironically, the 14% who indicated some dissatisfaction were evenly divided between those applying and losing previously-earned credits.

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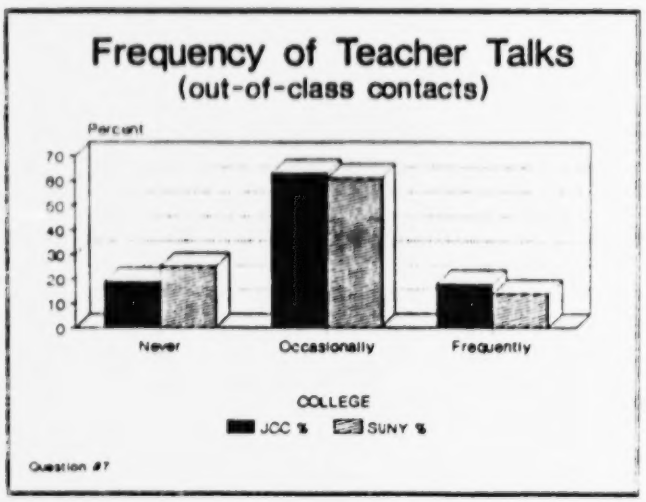
7. During your first year at JCC, how frequently did you have discussions, meetings, or other informal conversations with any of your professors outside of the classroom situation?

(18.7%) a. Never
(62.4%) b. Occasionally
(17.4%) c. Frequently
(1.5%) - Blank



TEACHER CHATS	JCC#	JCC %	SUNY %	Difference
NEVER	87	19%	25%	-6%
OCCASIONALLY	290	63%	61%	2%
FREQUENTLY	81	18%	14%	4%
Total	458	100%	100%	0%

TEACHER CONVERSATIONS NARRATIVE:

Occasional or frequent out-of-classroom contacts between teachers and students at JCC, as well as at SUNY Community Colleges, are the rule rather than the exception. Over 60% of all students reported such contacts as occurring occasionally and an additional 14-18% reported frequent out-of-classroom professor contacts.

JCC does somewhat "better" than the statewide norm on this question. The college has 6% fewer students reporting no contacts of this kind and 4% more indicating that these occur frequently. Considering the fact that JCC's survey group was heavily weighted with part-time day and evening students, this finding will be supportive of the College's efforts in this area.

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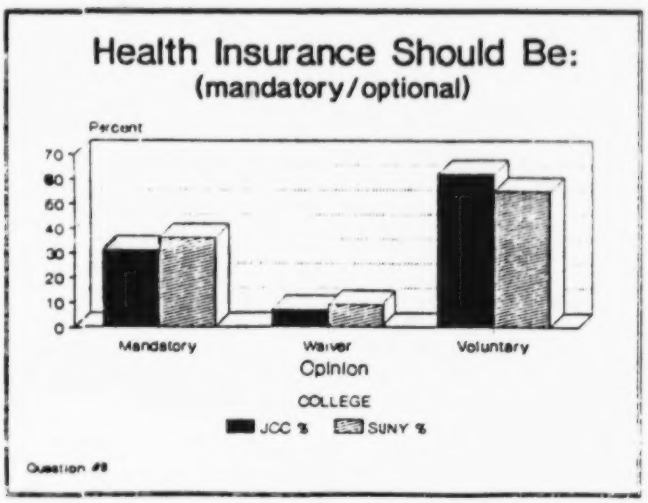
8. It has been asserted that a mandatory student health insurance program could lower the premium cost and increase benefit coverage. If this were true, would you favor (choose one option that best fits your opinion):

(30.3%) a. A mandatory student health insurance program with a waiver for coverage through a family/personal policy

(6.7%) b. A mandatory student health insurance program with no waiver

(61.3%) c. No mandatory requirement but a voluntary insurance option

(1.7%) - Blank



INSURANCE	JCC#	JCC %	SUNY %	Difference
Mandatory-w/waiver	141	31%	36%	-5%
Mandatory-no waiver	31	7%	9%	-2%
Voluntary	285	62%	55%	7%
Total	457	100%	100%	-0%

HEALTH INSURANCE NARRATIVE:

Nearly two-thirds of JCC's respondents (62%) indicated that they felt student health insurance should be voluntary while the remaining 38% favored some form of mandatory coverage. State opinion in this area is in the same general direction as at JCC but skewed slightly lower on voluntary and higher on required.

For many years JCC has offered an entirely optional student health insurance program and a required (of all full-time students) student accident insurance program. For fall 1989 the College had 205 students covered under the optional Sickness Insurance Plan and 1008 students enrolled in its required Accident Insurance Plan. Annual costs for these coverages are $77 and $17, respectively.

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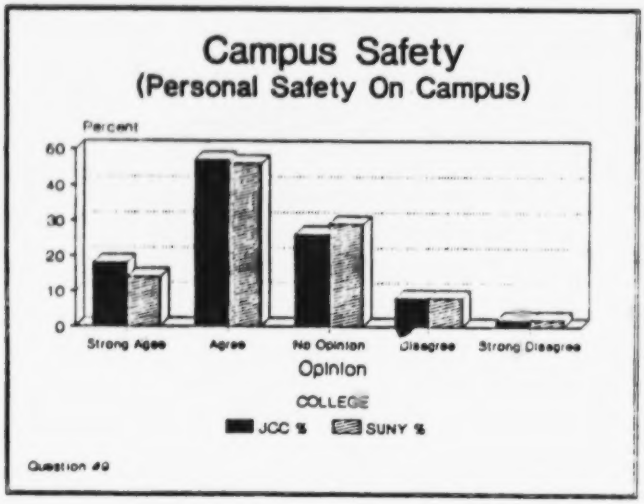
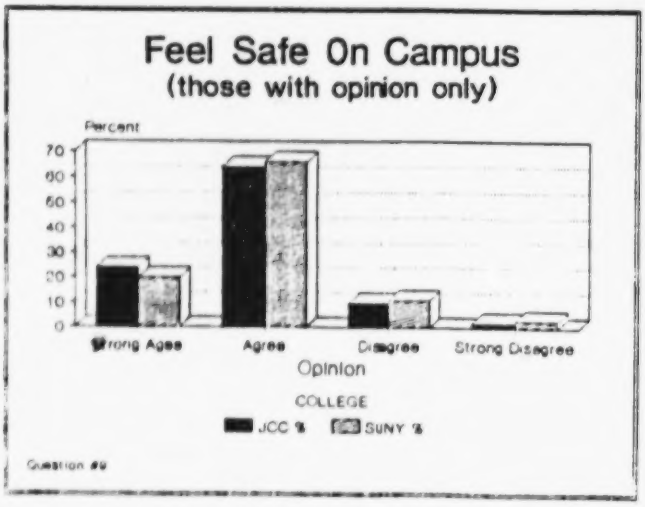
9. Which of the following responses best describes your opinion to the following statement: "I believe that my personal safety is well protected on campus."

(17.4%) a. I strongly agree
(46.7%) b. I agree
(25.8%) c. I have no opinion on this
(7.5%) d. I disagree
(1.5%) e. I strongly disagree
(1.1%) - Blank





CAMPUS SAFETY	JCC#	JCC %	SUNY %	Difference
Strong Agree	81	18%	14%	4%
Agree	217	47%	46%	1%
No opinion	120	26%	29%	-3%
Disagree	35	8%	8%	-0%
Strong disagree	7	2%	2%	-0%
Total	460	100%	99%	1%
w/Opinion only:				
Strong Agree	81	24%	20%	4%
Agree	217	64%	66%	-2%
Disagree	35	10%	11%	-1%
Strong disagree	7	2%	3%	-1%
Total	340	100%	100%	0%

CAMPUS SAFETY NARRATIVE:

In response to the statement "I believe that my personal safety is well protected on campus" a significant majority of local (65%) and state-wide (60%) community college students indicated that they agreed with the concept. At both levels, some 10% expressed disagreement while 26-29% indicated that they had no opinion on the question.

When excluding those with no opinion (or an implied neutral opinion on the continuum within the survey item) and examining only those who expressed an agree/disagree opinion, at JCC 88% subscribed to the statement while 12% differed. Additional study of this question is recommended since survey results are presented without regard to the sex of student respondents or their day/evening enrollment status.

It is clear that few JCC students feel that their personal safety on campus is in jeopardy but it is also recognized that this issue is a national concern for the entire higher education community. While JCC can take some solace in the fact that its campus is perceived somewhat more favorably in this regard than the state norm, the proportion of those viewing this question negatively are equally represented at both the JCC and state level. The fact that 2% of all surveyed students have strongly negative perceptions in this area suggests that this is an issue for further investigation and continuing improvements.

SUMMARY

This is the sixth in a planned series of eight Institutional Research Reports based on the April 1988 SUNY/ACT Student Opinion Survey. The summary below includes JCC and SUNY Community College data in abbreviated form. Bracketed numbers will reflect local/state percentage data in consistent order, i.e., (87% for JCC, 85% SUNY); where percentages are identical a single bracketed number will be displayed i.e., (86%); (85%) is a local calculation.

The responses to the questions reviewed in this report show that:

* JCC students essentially mirror their SUNY Community College counterparts on the opinions expressed in this survey. Of the 41 individual responses where local/SUNY comparisons were available, JCC was exactly on the state norm on 11 items and within +/- 2% of the state norm on a total of 23 items.

* 1. JCC instructors give clear course expectations and assignments (91/87%).

* 2. JCC students having experienced overly large classes are in the minority (34/39%). Students expressing a preference for smaller classes were in math (12/13%), computer (7%) or a combination of courses (7/9%).

* 3. JCC's "large" class was perceived as having a class size of 25-39 students (29%).

* 4. JCC students obtained sufficient help in most of their courses (69/64%). Those few desiring more help than they received were in math (14%), writing (9/11%), computer (4/6%) or some mixture of these courses.

* 5. JCC instructors provided the most assistance to students who sought course help (72/57%). This single area has the largest local/state difference, +15%, and is interpreted as extremely positive to the College, its faculty and students. As a corollary to this finding, JCC students are also more likely to seek help than their SUNY counterparts (82/74%).

* 6. JCC transfer students (those enrolling after having attend college elsewhere), were satisfied with their transfer arrangements, (85%). While the appearance of the findings on this item show the College similar to SUNY, direct comparison is inappropriate as noted earlier in this report.

* 7. JCC professor/student out-of-class contacts are the modus-operandi at the College (81/75%). Locally, no such contacts were reported by fewer than one student in five compared to one in four on a state-wide basis (19/25%).

* 8. JCC currently has an optional health and a required accident insurance plan for its full-time students. Given the choice, community college students would prefer an optional over a required health insurance plan (62/55%).

* 9. JCC campus safety is viewed favorably by its students. Locally and state-wide, approximately 10% of those surveyed indicate that this is an area of personal concern.

The concluding papers on the spring 1988 ACE survey will show satisfaction averages for "COLLEGE SERVICES" in Report #7 and for "COLLEGE ENVIRONMENT" in Report #8 both of which are planned for March release.

The tabular information for these papers is readily available in the Office of Institutional Research should any in the campus community have specific need for raw data in advance of its planned release.

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